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THE PLACE AND FUNCTION OF THE CHRISTIAN COLLEGE

Some Facts, Definitions and Expert Opinions.

An Outline for an Illustrated Lecture.

R. L. KELLY.

There are at present something over four hundred colleges and universities in the United States which claim some sort of relationship with Protestant churches and which, therefore, may be included under the general title, "The Christian College." The specific question to which this outline is devoted is "Why should these institutions be preserved and developed?"

In general it may be said that colleges and universities have been the custodians of the ideal elements of civilization. No satisfactory substitute for this important service to society has been discovered. It was this important fact that Daniel Webster had in mind when he declared :

"If we work upon marble, it will perish, if we work upon brass, time will efface it, if we rear temples they will crumble into dust; but if we work upon immortal souls, if we imbue them with principles, with a just fear of God and a love of our fellow-man, we engrave upon those tablets something that will brighten to all eternity."

Humanity has seen during the centuries kings and their kingdoms, popes and their sees, aristocracies, monarchies and republics totter and fall, while colleges and universities live on to inspire and serve humanity.

Oxford University is five centuries older than the British Empire. The University of Paris is nine and a half centuries older than the French Republic. The University of Bologna is almost one thousand years old—the kingdom of Italy dates from 1861.

The landing of the Pilgrims occurred in 1620. Harvard was founded in 1635, William and Mary in 1639, Yale in 1703, Princeton in 1730, the University of Pennsylvania in 1750, Kings (Columbia) in 1754, Brown in 1764, Rutgers in 1766, Dartmouth in 1769. Nine great institutions of learning are older than the United States Government. Those who build colleges and universities build for all time.

But the American states are building colossal universities.
Is there a place for the Christian College?

(1) *It is physically and financially impossible for the state university to provide for the higher education of the youth of our land.* As Americans we have entered upon a program of education which the states alone are not able to carry through. The state Universities have not yet learned how to care for ten thousand freshmen—or three thousand. President John M. Thomas in his Inaugural Address at Penn State College, 1921, said : “ It is reasonable to expect the commonwealth (of Pennsylvania) in its own institution to make provision for *one student out of five.*”

In spite of the fact that a large majority of the college students of the United States are local students, twenty-three American states now have one university only. The tendency among state institutions within a state is toward consolidation. Educational philosophy as well as history points in the same direction. President Pritchett, of the Carnegie Foundation, expressed the judgment that the greatest weakness in the maintenance of good standards by the state universities has been exhibited in those states where (they) are conducted in two or more colleges instead of one being united into a single institution. It is perfectly evident that the state alone cannot solve this problem.

(2) *The Christian college is necessary as a stimulus to the state university.* Many state university presidents have praised the strong Christian colleges for strengthening their own standards of scholarship and morale. President Emeritus Northrop of the University of Minnesota declares “ now is the time for the church to equip and endow its colleges that they may hold the state institutions within reasonable bounds of faith and practice.” President Henry Churchill King in his Inaugural Address as moderator of the National Council of the Congregational Churches asserted, “ Leland Stanford probably did more for the state university of California when he founded and heavily endowed a rival university than if he had turned the whole twenty millions directly to the state university.”

(3) *The Christian college is necessary to preserve the church.* Let one concrete illustration suffice. Among the former students of Methodist Episcopal schools are twenty-one Secretaries out of twenty-four; thirty-two members of the Committee on Conservation and Advance out of forty; ten members of the

Joint Centenary Commission out of thirteen; thirty-two bishops out of thirty three; forty College Presidents out of forty-three; ninety-two per cent of college trained Methodist ministers; six hundred and three acting missionaries on October 22, 1921, out of eleven hundred and eighty-five.

(4) *The Christian college is necessary to the preservation of Society.* The framers of the United States Constitution were university men. American colleges and universities have largely furnished the master builders of American life and civilization; statesmen, diplomats, jurists, surgeons, clergymen, educators, men of letters, scientists.

One Colonial College has furnished the first President of the Continental Congress, four signers of the Declaration of Independence, three Presidents of the United States, Chief Justice Marshall and three Associate Justices of the United States Supreme Court, four Ambassadors to France, two Ambassadors to England, ten Cabinet members, twenty-nine United States Senators, twenty-two Governors of States, three Speakers of the House of Representatives, many Representatives.

One small college in Ohio has educated thirteen ministers out of nineteen who have come from a single congregation in a neighboring state.

The structure and ideals of America are university made.

How can these things be ?

(a) *The Christian college stands for the development of the mind.* This function it holds in common with all schools.

(b) *The Christian college also stands for the development of character.* Character is the greatest need and the greatest asset of humanity today. Edward D. Sisson remarks, "There is an increased demand upon character and a diminished care for the cultivation of character."

Hear the testimony of an experimental psychologist : President Angell, Yale University, Matriculation Address, 1921, "Modern Society is calling as never before in our lifetime for leadership; for men with vision and character with trained intelligence, with hope and confidence in the finer humanity that is to come. And where shall such men be sought, where shall they be bred, if not in our colleges and universities where are gathered

all that history and civilization and science and art have to teach us of God and man and nature?"

Or get the same message from an American statesman, Elihu Root, October, 1921, "—that is a matter not of intellectual power, it is a matter of the development of character—the development of character must come through exercise of the virtues that make human character—mercy, compassion, kindly consideration, brotherly affection, sympathy with fellow men, unselfish willingness to sacrifice for others."

Now the above is not the program of the state university. Its remarkable and indispensable program is set forth in the Morrill Act—The Charter of the American State University. "The leading object (of these universities) should be without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts."

(c) *The Christian college consciously attempts to develop personality.* President Suzzalo, of the University of Washington said: "We must have your help, we cannot train a wholesome personality without the sustaining power of the religious consciousness."

Dr. Flexner, of the General Education Board: "It is the college where a boy may be trained in seriousness of interest and mastery of power that the nation preeminently needs."

President Nichols, in his Inaugural Address at Massachusetts Institute of Technology, 1921: "We cannot afford to sacrifice the breadth of a man in order to create a too narrowly efficient machine."

Ex-President Hadley, Yale University: "Teaching is not instruction but revelation—prophet and interpreter and pioneer do much more than record their experiences; they enlighten the world by their example."

E. S. Martin, Harper's Easy Chair: "There never was a time when so many people had begun to realize that behind the Sermon on the Mount was by far the greatest mind, the most astute, the most merciful and the most practical that ever came to earth."

No one of the persons here quoted is an officer of a Christian college.

The development of character and personality do not enter into the program of the graduate school. Dean Woodbridge, Columbia University : " In the graduate school interest is centered wholly in subjects and not in the preparation of students for a career. For the graduate school is not primarily interested in the students who pursue subjects. It is primarily interested in the subjects which they pursue." Positively and negatively there is here marked out a remarkable field for the Christian college. President W. O. Thompson, with his characteristic insight recently exclaimed : " The Christian college has the supreme call and the supreme opportunity of the hour."

The Christian college undoubtedly has a place. Does it have a function ?

(1) *The Christian college is free to emphasize quality in American education.* It may control conditions for educational experimentation. It may limit the number of students. It may carefully select its students. It may adapt its work to students. It may provide for exceptionally capable students. Most colleges are doing some or all of these things. Theory and practice demonstrate that leaders are developed through the principle of selection.

(2) *The Christian college has a special contribution in coupling Science with Good Will.* Professor Harry F. Ward : " The spirit of goodwill must be made effective by the scientific method." Huxley : " In my belief, if a child is not taught not only morality but religion, education will come to little." Science has the power to annihilate humanity. Shall science have the *will* to do this?

The colleges and universities must educate men and women who are able to make scientific and detached judgments as to the movements of organized society and who will have the will to promote social order and progress founded on justice. If the sciences are to be brought into the service of the Christian graces, faith, hope, love, the task must be performed largely by the Christian college. This task is not a part of the stated program either of the state university or the graduate school.

(3) *The Christian college must assist in coupling industry with Good Will.* Boards of Arbitration for the settlement of industrial disputes will be made up of three men : a representative of labor, a representative of capital and a representative of the public. At least two of these men are likely to be college men—possibly three.

Bishop McConnell : “ Men must be competent to describe definite industrial situations to which a general truth applies and announces the hour of advance.”

The Christian college has already developed some industrial prophets.

(4) *The Christian college must assist in coupling diplomacy with Good Will.* Dr. A. W. Harris : “ There must be men to practice the golden rule, in community, national and international affairs if our impact on foreign missions is to be effective. The moral significance of tariffs and canal tolls must be set forth.”

William Hard : “ One of the principal sources of national contempts and dislikes is that each nation judges itself by its *theories* and judges other nations by their *practices*.

The colleges must not only preach the Open Door, the inviolable sanctity of treaties, the reduction of armaments, but they must produce more men like Hay, Root, Hughes and Underwood, who will practice national and international righteousness.

(5) *The Christian college must assist in producing more profound respect for humanity,* irrespective of race, color, language or other accidental circumstance. Dr. Harry Fosdick : “ The white race constitutes hardly one-third of the world's population but by occupation or government they hold nine-tenths of the habitable area of the earth.”

Like the Colonial colleges after the American Revolution, so the American colleges of today must stand as citadels of light and strongholds of idealism in the midst of the present world turbulence. President Wilson asserted “ Education has always yielded its best fruits when associated with religion.” No wonder President W. O. Thompson of Ohio State University declared : “ There are elements entering into our education which the church owes society to supply,” Dr. James A. MacDonald, editor

of the Toronto Globe, says: "In the world conflict of ideas the college class rooms are our strategic heights." *The Christian colleges are come to the kingdom for such a time as this.*

Are the Christian colleges equipped for this task? They are not fully equipped. They are lacking in personnel, in financial resources, in prestige. But where else shall we look for our leaders? *The colleges must be equipped!*

President Livingston Farrand of Cornell University, in his Inaugural Address, 1921, said: "It will be a grey day for our national life when the cultivation of learning shall be elbowed to the side in our American Universities, but *it will constitute an equal peril when our institutions of learning fail to hold aloft the standard of high character, of sensitive honor, of sound citizenship and service to men.*"

Hear the conclusion of the whole matter:

Jesus advanced in wisdom,
 The education of the mind.
And in stature,
 Physical education.
And in favor with God,
 Religious education.
And in favor with man,
 Education for service.

This is the program and the prayer of the Christian College.

SCHOOLS OF RELIGION AT STATE UNIVERSITIES

By O. D. FOSTER.

I. HISTORICAL STATEMENT.

The phenomenal growth of the State University, during the last decade and a half, has brought the churches located near the campus, to realize that they are unable to cope, unaided, with the religious needs of the ever enlarging number of students.

This realization of the need of the larger university community led a number of forward looking pastors to study what might be done to serve better the students. They felt that they were quite adequately providing for the wants of the students, so far as preaching and Bible class instruction were concerned,